



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : _____ M.S. 246 Walt Whitman

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 17K246_____

PRINCIPAL: _____ BENTLY WARRINGTON _____ **EMAIL:** _____ BWARRIN@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ BUFFIE SIMMONS_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Bently Warrington	*Principal or Designee	
Hollis Amede	*UFT Chapter Leader or Designee	
Orlando Aupont Sharon Calder	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Julie Robinson	Member/Teacher	
Winifred Murdaugh	Member/ Teacher	
Najah Gall	Member/ Teacher	
Stephanie March	Member/ Teacher	
Carol Ferguson	Member/Parent	
Juanita Frett	Member/ Parent	
Claudia Wellington	Member/ Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

By June 2012 the English Language Arts and Social Studies department will use the Danielson Framework as a method of study through professional development focusing on competencies 3c: Engaging Student Learning; 1e: Designing Coherent Instruction; 2b: Establishing a culture of Learning. By June 2012 the new Common Core Standards in English Language Arts and Social studies Core Curriculum will be presented through project based learning and Independent investigation Method.

By June 2012, the ELA NYS results report will indicate an increase in the number of students achieving State proficiency level of 35% as measured by the NYS assessments.

Comprehensive needs assessment

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**

In 2011 16% students are currently performing on grade level as measured by the ELA NYS assessment.

A Sector of our population is highly mobile. There is a NYC shelter one block from our school. One third of our population have medical related conditions One quarter of our students are ELLs. One Third are classified as Students with Disabilities.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
 - a) **strategies/activities that encompass the needs of identified student subgroups,**

In the subgroup areas of ELL and student with disability a Project Based Learning curriculum is being implemented to facilitate learning using in-depth and rigorous classroom projects. In addition, Word Map i.e. Frayer Model for deeper understanding and building academic language, content vocabulary as well as conversational real world language usage. Students will continue to create and use glossaries for additional unfamiliar vocabulary by using context clues, prefixes and suffixes and other strategies to help in determining meaning. All students inclusive of the subgroups will read grade level appropriate books of twenty-five and more and keep a record of their reading through reflective logs. ELA teacher will schedule their students in Acuity giving extra curricula work that hones into their areas of weakness.

Academic Instructional Services such as Achieve 3000 (SES), and Rosetta Stone (ELL's) will be used to target our subgroups. The use of differentiated instruction and Reading Tracker to create individual goals will be implemented as an instructional tool to meet targets.

- b) **staff and other resources used to implement these strategies/activities**

Engaging students in Learning

Our goal is to use Component 3c: Engaging Students Learning from Charlotte Danielson to strengthen teacher pedagogical practices and focus lesson planning and implementation. This is to ensure all students are highly engaged in enjoying literature and in learning information skills and take initiative

in ensuring the engagement of their peers. Component 1e: Designing Coherent Instruction and 2b: Establishing a culture of learning is integral for our goals because it fosters the competing demands of making presentations and consulting with teachers and administration in regards to the PBL curriculum. In addition, all teachers will have to establish a culture of professional inquiry in which the teachers will have to initiate projects to be undertaken with the support of lead teachers and administration.

All ELA/ Social Studies teacher will collaborate with peer groups, the ELA & Special Education lead teacher with Network support to implement Socratic Seminars and interpretive questioning based the components of Charlotte Danielson, Enhancing Professional Practice: A Framework For Teaching. Teachers will meet in cohort groups to collaborate, share and measure implementation on Engaging Student learning through Socratic Seminar and Interpretative questioning.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

ELA/ Social Studies teachers are included in the decision making process with academic assessments through documented discourses. ELA/ Social studies teacher are scheduled to meet once a week by grade cohorts. All teachers are responsible for contributing to pacing calendars and implementation of the PBL curriculum by designing units, assessment and quizzes that are aligned with the common core standards. Department meetings address all components and implementation of the curriculum with time frame and deadlines. Teachers are always professional developed on all new strategy or activity needed to be implemented; as well as the lead teacher pushes in to model and provide feedback to ELA/ Social Studies teachers.

d) timeline for implementation.

Timeline for a complete implementation of component 1e, 2b and 3c is expected by June 2012. Teachers will work in 6 week cycles studying each component, testing and implementing strategies to address each component and participate in a reflective process at the end of each cycle.

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- *A Family Literacy Night will be implemented twice for the school year; one in the Fall and one in the Spring.*
- *ELL parent orientation and workshops are done twice a year; one in the Fall and one in the Spring*
- *Parents are all given a username and password through Pupil Path an account with Skedula to access grades, assignments, behavioral reports and grade emailing with staff to have a continual open line of communication.*
- *Parent/ teacher conferences two times a year*
- *Parent invitation through congruent meeting*

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

As a Title I School, new teachers received special economic incentives from Central to attract and maintain stability.

Additionally, our school has a partnership with Brooklyn College, Urban Advantage; Medgar Evers College, The Mayor's Attendance Task Force, Flatbush Development for various types of collaboration. Our new teachers are constantly being mentored and given professional development to ensure their confidence and skills are enhanced.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

As a Title I School and a USM school all our students are entitled to free breakfast and lunch. Our staff received training For PBIS through Network 602.

Budget and resources alignment

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**
- *Conceptually Consolidated*

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- *By June 2012, the NYS results report will indicate an increase in the number of Walt Whitman students achieving state proficiency level to 45% as measured by the NYS assessments*

Comprehensive needs assessment

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**
- *Approximately one third (1/3) of the student population (32%) is currently at proficiency level as measured by the NYS assessments. As per the Quality Review Report of 2011, we must develop teachers' use of a wider variety of differentiated instructional practices, to ensure that all students are challenged and learning is maximized.*

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
 - a) **strategies/activities that encompass the needs of identified student subgroups,**
PBL

We are implementing project based learning (PBL) to facilitate our students learning and assess their competence. Students are able to apply their knowledge and understandings to real life problems and issues. Students can consider problems that are relevant to their lives and ones that are being considered by current professionals and society as a whole. The math coach and curriculum experts from our support Network (602) will support staff in developing strategies and skills for curriculum mapping project based learning instructional units. We will utilize "PBL: Inspiring Middle School Students to Engage in Deep and Active Learning (NYCDOE Resource)" and Heidi Hayes Jacob's Curriculum Mapping Planner as a resource to guide this initiative.

Teachers actively plan on a weekly basis to implement PBL. Teachers collaboratively determine the essential question that will guide the unit, and plan activities that will lead to accomplishing the goals of the unit. Documents for the PBL planning are archived on Google docs, which facilitates the ease of collaborating, editing, and sharing documents.

Last year one PBL instructional unit was implemented on each grade. This year the goal is to add another instructional unit to each grade level, bringing the total to two units per grade for the year. Ultimately each grade will have three PBL instructional units.

**b) staff and other resources used to implement these strategies/activities,
Differentiation by Readiness**

Our goal is to increase the frequency at which we differentiate instruction by readiness level. This is necessary in order to maximize students' engagement, despite the wide spectrum of abilities that exist in the math classroom. Teachers will utilize various differentiation strategies namely tiering to ensure that the diversity of learners are cognitively engaged.

Teachers will collaborate with one another, the Math Coach, and utilize resources such as Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-ability Classrooms to assist in the implementation of the differentiation by readiness focus. Examples and best practices as it pertains to the strategy will be shared and discussed to maximize the effectiveness of the strategy.

**c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Modeling & Reasoning**

Teachers will increase the use of modeling and reasoning in the mathematics classroom. Teachers are expected to couple the content of the NYS and CC standards to the standards of mathematical practices to increase the level of questioning and students' thinking and participation.

The Math Coach will support teachers by assisting in the planning and incorporation of the standards of mathematical practices into their daily lessons. The 6th, 7th, and 8th grade inquiry teams are researching using number lines and other approaches to improve reasoning and modeling strategies. Teachers are spearheading the inquiry to collect data and to determine the effectiveness of such strategies. This will lead to improved instruction, and all students engaged in challenging academic tasks.

**d) timeline for implementation.
2011-2012**

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

Through our partnership with Urban Advantage parents have access to family field trips, family events and celebrations of student achievement. Our parent Coordinator is also engaged in Urban Advantage workshops throughout the year. Our school has partnerships with Brooklyn College, Medgar Evers College, The Mayor's Attendance Task Force, Flatbush Development Corporation. These institutions engage our parents and students with workshops, recreational programs, academic programs, and various other activities that are community and family based.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

Our school has a partnership with Urban Advantage. Urban Advantage (UA) is a standards-based partnership program designed to improve students' understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions. Our teachers attend high-quality professional development that promotes the teaching and learning of inquiry and investigations.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

As a Title I School and a USM school all our students are entitled to free breakfast and lunch. Our staff received training For PBIS through Network 602.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- *Conceptually Consolidated*

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

By June 2012 the NYS ELA and math Assessment results for Students with Disabilities will indicate an increase in the number of students achieving state proficiency level as measured by the NYS ELA and math Assessments. These assessment results will enable us to use this and other data to create a profile of a student's strengths and needs to inform decisions about eligibility, services, and instruction.

Comprehensive needs assessment

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**

According to the 2010-2011: NYSTP Performance Reports

13% of SWD achieved at proficiency level in Math and 5% achieved at proficiency level in ELA.

Our goal is to utilize research based instructional practices to effectively develop lessons, instructional goals & practices, materials/methods to improve the gains of our SWD.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
 - a) **strategies/activities that encompass the needs of identified student subgroups,**

Project Based Learning and Independent Investigation method designed using the UDL Framework and Guidelines to implement effective Differentiated Instructional Practices.

Implementation of the guidelines of Universal Design for Learning based on the Universal Design for Learning Framework to develop curriculum, lesson plans, instructional goals, methods, materials and assessment that allows for equal opportunity for all students to learn, reduce barriers and optimize levels of challenge and support.

Reinforcement of effective classroom management and instructional strategies that demonstrate flexible models of skilled performance for strategic learning which includes multiple opportunities of practice at varying levels, choices of tools/products/materials, strategies to gain and maintain our students motivation/engagement during instruction.

- b) staff and other resources used to implement these strategies/activities,**

- *PD 360 – Professional Learning Community*
- *Special Education Teachers collaboration – ICT, Self Contained collaborate with peers On UDL/DI methods.*
- *Lead Special Education Teacher- instructional support to assist using Push in Methods for providing on demand feedback and conferences reviewing data and implementing instructional practices.*
- *IEP Teacher –reviewing individualized education plans, goals and programming to support student learning and Teacher professional development*

- *Push In Resources – SETSS, Speech Language Therapist with direct service in the classroom environment students have access to Gen Ed curriculum with Accommodations*
Network CFN 602 – Professional Development
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
- *Inquiry – collect and review student work, data, develop intervention & lessons*
 - *Inter-visitation with Peers – modeling and incorporating effective strategies for instruction*
 - *Cohort & Congruent Meetings (with /without Gen Ed peers)- review/plan and develop lessons & assessment, plan intervention based on data, implement DI strategies and collect/review student data,*
 - *Lead Teacher Support Conferences –instructional support conferences with teachers to provide summary of On Demand Feedback & next step suggestions, and support for effective implementation of DI practices in a group and/or 1:1 setting.*
- d) timeline for implementation.**
- *2011-2012*

Strategies to increase parental involvement

- **Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- *IEP Team Attendance/Meetings with Parent, Teachers, District Representatives and Service Providers*
- *Quarterly Progress Reports for IEP goals*
- *Parent Teacher Conferences*
- *Skedula notifications /anecdotal logs*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

As a Title I School, new teachers received special economic incentives from Central to attract and maintain stability.

Additionally, our school has a partnership with Brooklyn College, Urban Advantage; Medgar Evers College, The Mayor’s Attendance Task Force, Flatbush Development Corporation for various types of collaboration.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

As a Title I School and a USM school all our students are entitled to free breakfast and lunch. Our staff received training For PBIS through Network 602.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- *Conceptually Consolidated*

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

By June 2012, the NYS ELA and NYSESLAT results report will indicate an increase in the number of advanced students achieving State proficiency level to 35% testing proficient on the NYSESLAT exam.

Comprehensive needs assessment

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**

LEP students with ESL services score in the lower third in ELA and NYSESLAT exam. Seven percent of the LEP population is at an advanced level compared to 3.5% level at beginner and 5 % at intermediate. A third of ELL students are in the bottom third based on reading and writing areas of the NYSESLAT.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**

a) **strategies/activities that encompass the needs of identified student subgroups,**

In the subgroup areas of ELLs and student with disability, a Project Based Learning curriculum is being implemented to facilitate learning, using in-depth and rigorous classroom projects. In addition, Word Map i.e. Frayer Model for deeper understanding and building academic language, content vocabulary as well as conversational real world language usage. Students will continue to create and use glossaries for additional unfamiliar vocabulary by using context clues, prefixes and suffixes and other strategies to help in determining meaning. All students inclusive of the subgroups will read grade level appropriate books of twenty-five and more and keep a record of their reading through reflective logs. ELA teacher will schedule their students in Acuity giving extra curricula work that hones into their areas of weakness.

Academic Intervention Services such as Achieve 3000 (SES), and Rosetta Stone will be used to target the ELL subgroup. Achieve 3000 is communicated in languages that address our Hispanic and Creole speaking population, while Rosetta Stone is used to teach English to all LEP students of any foreign language. The use of differentiated instruction and Reading Tracker to create individual goals will be implemented as an instructional tool to meet targets. Students scoring a level 3 proficiency will be pulled for small group instruction during the day using resources from Holt McDougal.

b) **staff and other resources used to implement these strategies/activities,**
Engaging students in Learning

Our goal is to use Component 3c: "Engaging Students Learning" from Charlotte Danielson to strengthen teacher pedagogical practices and focus lesson planning and implementation. This is to ensure all students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers. Component 1e: Designing Coherent Instruction and 2b: Establishing a culture of learning is integral for our goals because it fosters the competing demands of making presentations and consulting with teachers and administration in regards to the PBL curriculum. In addition, all teachers will have to establish a culture of professional inquiry in which the teachers will have to initiate projects to be

undertaken with the support of lead teachers and administration.

All ESL teacher will collaborate with peer groups inclusive of ELA & Social Studies teachers, the ELA & Special Education lead teacher with Network support to implement Socratic Seminars and interpretive questioning based the components of Charlotte Danielson, Enhancing Professional Practice: A Framework For Teaching. Teachers will meet in cohort groups to collaborate, share and measure implementation on Engaging Student learning through Interpretative questioning and enriched vocabulary.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

ESL teachers are included in the decision making process with academic assessments through documented discourses. ESL/ELA/ Social studies teacher are scheduled to meet once a week by grade cohorts. All teachers are responsible for contributing to pacing calendar and implementation of the PBL curriculum by designing units, tests and quizzes that are aligned with the common core standards. Department meetings address all components and implementation of the curriculum with time frame and deadlines. Teachers are always professional developed on all new strategy or activity needed to be implemented; as well as the lead teacher pushes in to model and provide feedback to ESL/ELA/ Social Studies teachers.

d) timeline for implementation.

Timeline for a complete implementation of component 1e, 2b and 3c is expected by June 2012. Teachers will work in 6 week cycles studying each component, testing and implementing strategies to address each component and participate in a reflective process at the end of each cycle.

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- *A Family Literacy Night will be implemented twice for the school year; one in the Fall and one in the Spring.*
- *ELL parent orientation and workshops are done twice a year; one in the Fall and one in the Spring*
- *Parents are all given a username and password through Pupil Path an account with Skedula to access grades, assignments, behavioral reports and grade emailing with staff to have a continual open line of communication.*
- *Parent/ teacher conferences two times a year*
- *Parent invitation through congruent meeting*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

As a Title I School, new teachers received special economic incentives from Central to attract and maintain stability.

Additionally, our school has a partnership with Brooklyn College, Urban Advantage; Medgar Evers College, The Mayor's Attendance Task Force, Flatbush Development for various types of collaboration.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

As a Title I School and a USM school all our students are entitled to free breakfast and lunch. Our staff received training For PBIS through Network 602.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- *Conceptually Consolidated*

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 we will increase the frequency of observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As per the Quality Review Report of 2011 we must develop teacher use of wider variety of differentiated instructional practices to ensure that all students are challenged and that learning is maximized.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**

a) strategies/activities that encompass the needs of identified student subgroups,

Increase the capacity administrative staff, Lead teachers and coaches, teacher peers to support teachers' development, including those new to the profession, with feedback and next steps from frequent cycles of classroom walk-thru's, observations, and student work/data.

Feedback to teachers will accurately captures strengths, challenges, and next steps using the Danielson/Common core framework

b) staff and other resources used to implement these strategies/activities,

Assistant Principals, Coaches, Lead teachers, Peers

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- *Inquiry – collect and review student work, data, develop intervention & lessons*
- *Inter-visitation with Peers – modeling and incorporating effective strategies for instruction*
- *Cohort & Congruent Meetings (with /without Gen Ed peers)- review/plan and develop lessons & assessment, plan intervention based on data, implement DI strategies and collect/review student data,*
- *Lead Teacher Support Conferences –instructional support conferences with teachers to provide summary of On Demand Feedback & next step suggestions, and support for effective implementation of DI practices in a group and/or one on one setting.*

d) timeline for implementation.

2011-2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - *fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;*
 - *providing assistance to parents in understanding City, State and Federal standards and assessments;*
 - *sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;*
 - *providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

As a Title I School, new teachers received special economic incentives from Central to attract and maintain stability. Additionally, our school has a partnership with Brooklyn College, Urban Advantage; Medgar Evers College, The Mayor's Attendance Task Force, Flatbush Development for various types of collaboration. Our new teachers are constantly being mentored and given professional development to ensure their confidence and skills are enhanced.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

As a Title I School and a USM school all our students are entitled to free breakfast and lunch. Our staff received training For PBIS through Network 602.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - *Conceptually Consolidated*

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	115	134	N/A	N/A	26		N/A	60
7	128	160	N/A	N/A	23		2	55
8	195	180	N/A	N/A	32		6	58
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<i>In English Language Arts students are receiving Tier One interventions in their classroom, during the school day. In addition students are receiving small group instruction during extended day and in after school programs. ELL's receive Rosetta Stone during the school day.</i>
Mathematics	<i>In Mathematics students are receiving Tier One interventions and small group intervention with PLATO. Students also receive PLATO during extended day as well as small group instruction. Students receive after school interventions and Saturday PLATO.</i>
Science	<i>In Science students receive Tier One interventions during the school day, in their classroom.</i>
Social Studies	<i>In Social Studies students receive Tier One interventions during the school day, in their classroom.</i>
At-risk Services provided by the Guidance Counselor	<i>Guidance Counselors provide small group counseling for at-risk students.</i>
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	<i>Targeted students are receiving services (Small group and individual) from school based social workers during the school day to address attendance and tardiness.</i>
At-risk Health-related Services	<i>The Health Care worker routinely contacts parents and makes referrals to ensure students' health related issues are being addressed.</i>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 17K246 School Name: Walt Whitman

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Develop teacher use of a wider variety of differentiated instructional practices to ensure that all students are challenged and learning is maximized.

Teachers discuss students' learning styles and instructional needs during congruent meetings and place students in tiers based on needs. Lessons and strategies targeted to address students' deficiencies are aimed at increasing academic rigor but are not always designed to engage students in all sub-groups. A focus on differentiated instruction is not yet embedded across classrooms and teaching strategies lead to uneven levels of student engagement. Thus, not all teachers' instruction address a range of students' ability levels.

Build on the school's goal setting to extend the analysis of assessment data to inform and set differentiated learning goals for struggling students.

While the majority of teachers use easily accessible student data to set individual student goals, this practice has not yet taken root throughout the school and there is no evidence that all teachers use data to set goals for targeted students. Therefore, it is difficult to assess whether some students are making adequate progress.

Create more opportunities for teacher teams to engage in collaborative work that encourage leadership and influence school decision making.

Teacher leaders facilitate team-meeting discussions and work collaboratively with colleagues to help them plan lessons and improve classroom instruction. However, as distributed leadership structures are still expanding to include more opportunities for teachers to take on additional responsibility in the decision-making process, there is limited teacher empowerment.

Establish clear systems for evaluating the effectiveness of professional development supports and capacity building that affect teaching and learning.

The administrative team review feedback from teacher leaders and minutes from teacher team meetings during cabinet in order to ensure effective collaboration. However, the school is still developing a system for measuring the impact of mentoring supports for new teachers, thus, delaying adjustments to the professional development plan.

The school's programming allows teachers to engage in common planning via teacher teams using an inquiry approach. However, there is no structured method of assessing teachers' capacity to make school-wide changes and decisions that impact improved student learning.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

In the subgroup areas of ELL and student with disability, a Project Based Learning curriculum will be implemented to facilitate learning using in-depth and rigorous classroom projects. In addition, Word Map i.e. Frayer Model for deeper understanding and building academic language, content vocabulary as well as conversational real world language usage. Students will continue to create and use glossaries for additional unfamiliar vocabulary by using context clues, prefixes and suffixes and other strategies to help in determining meaning. All students inclusive of the subgroups will read grade level appropriate books of twenty-five and more and keep a record of their reading through reflective logs. ELA teacher will schedule their students in Acuity giving extra curricula work that hones into their areas of weakness.

Academic Instructional Services such as Achieve 3000 (SES), and Rosetta Stone (ELL's) will be used to target our subgroups. The use of differentiated instruction and Reading Tracker to create individual goals will be implemented as an instructional tool to meet targets.

Will use Component 3c: Engaging Students Learning from Charlotte Danielson to strengthen teacher pedagogical practices and focus lesson planning and implementation. This is to ensure all students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers. Component 1e: Designing Coherent Instruction and 2b: Establishing a culture of learning is integral for our goals because it fosters the competing demands of making presentations and consulting with teachers and administration in regards to the PBL curriculum. In addition, all teachers will have to establish a culture of professional inquiry in which the teachers will have to initiate projects to be undertaken with the support of lead teachers and administration.

All ELA/ Social Studies teacher will collaborate with peer groups, the ELA & Special Education lead teacher with Network support to implement Socratic Seminars and interpretive questioning based the components of Charlotte Danielson, Enhancing Professional Practice: A Framework for Teaching. Teachers will meet in cohort groups to collaborate, share and measure implementation on Engaging Student learning through Socratic Seminar and Interpretative questioning.

In Mathematics we are implementing project based learning (PBL) to facilitate our students learning and assess their competence. Students are able to apply their knowledge and understandings to real life problems and issues. Students can consider problems that are relevant to their lives and ones that are being considered by current professionals and society as a whole. The math coach and curriculum experts from our support Network (602) will support staff in developing strategies and skills for curriculum mapping project based learning instructional units. We will utilize "PBL: Inspiring Middle School Students to Engage in Deep and Active Learning (NYCDOE Resource)" and Heidi Hayes Jacob's Curriculum Mapping Planner as a resource to guide this initiative.

Teachers actively plan on a weekly basis to implement PBL. Teachers collaboratively determine the essential question that will guide the unit, and plan activities that will lead to accomplishing the goals of the unit. Documents for the PBL planning are archived on Google docs, which facilitates the ease of collaborating, editing, and sharing documents.

Last year one PBL instructional unit was implemented on each grade. This year the goal is to add another instructional unit to each grade level, bringing the total to two units per grade for the year. Ultimately each grade will have three PBL instructional units.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

This year we have conceptually consolidated our fund to leverage our professional development needs. Additionally, we have weekly lunch and Learns to expand pedagogy. Bimonthly department meeting are used for professional development

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Teachers will collaborate with one another, the Math Coach, and utilize resources such as Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-ability Classrooms to assist in the implementation of the differentiation by readiness focus. Examples and best practices as it pertains to the strategy will be shared and discussed to maximize the effectiveness of the strategy.

Teachers will increase the use of modeling and reasoning in the mathematics classroom. Teachers are expected to couple the content of the NYS and CC standards to the standards of mathematical practices to increase the level of questioning and students' thinking and participation.

The Math Coach will support teachers by assisting in the planning and incorporation of the standards of mathematical practices into their daily lessons.

The 6th, 7th, and 8th grade inquiry teams are researching using number lines and other approaches to improve reasoning and modeling strategies.

Teachers are spearheading the inquiry to collect data and to determine the effectiveness of such strategies. This will lead to improved instruction, and all students engaged in challenging academic tasks.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The No Child Left Behind (NCLB) Act of 2001 is a federal law to improve education for all children. It holds schools responsible for results, gives parents greater choices, and promotes teaching methods that have been proven to be effective. We inform Parent through a standard letter that is sent home with each student. We inform parents through a special meeting. We inform parents through a Reverse Phone Balst to each household.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 602/ Julia Bove	District 17	Borough Brooklyn	School Number 246
School Name Walt Whitman MS 246			

B. Language Allocation Policy Team Composition [?](#)

Principal Mr. Bently Warrington	Assistant Principal Mrs. Kesha Bascombe
Coach Mr. Campbell (Math)	Coach Ms. Clorita Mayers (Literacy)
ESL Teacher Ms. Bandford	Guidance Counselor Ms. Saunders
Teacher/Subject Area type here	Parent Ms. Sharon Calder
Teacher/Subject Area type here	Parent Coordinator Ms. Suze Vixamar
Related Service Provider Perfect Score	Other type here
Network Leader	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	622	Total Number of ELLs	100	ELLs as share of total student population (%)	16.08%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. At registration the Pupil Accountant Secretary is responsible for all student intakes inclusive of ELLs. The secretary is directed to alert all administrators and the ELL liason (V. Brandford) for the student(s) intake. Either the administrator or ELL liason will conduct the oral intake and interview. The parties responsible are inclusive of all administrators, K. Bascombe, A. McFarland and K. Johnson. In addition, if the Ell Liason is unavailable, Ms. Chaudhory or Mr. Rashidnejad as ESL teachers can be called on for oral interviews. If the registrant does not speak English and has not brought a representative to translate, we provide on site translation by either a liscensed pedagog, or calling the NYC translation line. If the student is a first time entrant to the country, a Home Language Survey is filled out at the time of the interview conducted by an adminstrator, or ESL teachers. If the student is not new to the United States, a request is made from their previous school and a record check is done to review the initial Home Language Survey to ensure the language used by the student. All documents are replaced or added and kept in the student record.
2. Every year Walt Whitman MS conducts an Ell orientation for newcomers and for non-new comers in the first week of October. Notification of the event is sent out a week prior for RSVP and the event is placed on the monthly calendar. At the workshop/orientation every parent receives a program survey, view a viedo from the DOE website on all three programs offered by the DOE, and a complete understanding about the programs is delivered. Parents are told at the event which program the school offers and what options are out there if they do not get their first choice. At the end of the month, parents are formally notified as to what program their child will receive while registered at WAlt Whitman for the school year. By mid-year, a review of program selection is conducted by the Ell liason Ms. Brandford to evaluate the current program and the number of parents who have signed up for any of the three programs. The three programs being, TBE/DL/ ESL.
3. Entitlement letters are mailed out to families or handed to parents on registration of the students once an interview is conducted by the Ell supervisor, Mrs. Bascombe, or Ell Liason, Ms. V. Brandford. An Ell orientation and workshop is conducted every October to inform new parents of the services offered by the school. At the time of the workshop, parents view a DOE video on Ell programs in their language as well as participate in the parent survey. All video and brochures are in the parents native language. Translation is offered at the orientation provided by the staff member. In the absence of a translator, a call is place through the translation hotline to clarify programs and availabilty. During the worshop, parents are provided the opportunity to fill out survey, ask question and clarification is made about programs offered. At the end of the workshop, all surveys and program selection forms are collected from participants. All information receieved are filed each year with the program supervisor, Mrs. Bascombe. Smaller and individual session as such mentioned above are conducted with parents on a need basis when a new student is being registered throughout the year after the main orientation has past.
4. Upon registration if a student is identified as an Ell student who will be needing services, that student(s) qualify to take the LAB-R exam. The ESL teacher has 10 days to administer the LAB-R. Students are then placed in a class and assigned to a program based on parent request letters and programs offered by the school. Parents are notified via mail on the program their child is placed or a message goes via telephone system to the parents. In addition, if parents attend the orientation they are given the opportunity to meet the ESL teacher and grasp an understanding of their child's program offered. At the time of program selection and orientation, parents are also notified of their child's designation as an ELL student and is explained all requirements of the program. All newly registrants

are called and informed of placement or at the end of registration parents are informed. All letters and calls are made in the parents native language. Parents are informed of their parent choices and alternatives if their primary choice is not met. Parents are also informed that a record of their choice letter is kept on file and if the school meets the needs and can meet their choices, they will be the school liason on availability.

5. A trend in program choices parents have requested have shown at least 95 percent of parents want their children to be in an ESL classroom setting while 5 percent would like TBE and 0 percent request DL. For the 2012 school year, all newcomers who have submitted program selection form and have chosen ESL instruction making this year at 100 percent. A worksheet reflecting 3 years of services is kept with program chair, Mrs. Bascombe to track parent selection and outcome for the years.

6. The programs modeled at Walt Whitman are aligned with our parent requests. Our school only currently offers ESL classes. There are three teachers providing instruction for ESL using the push-in/pull-out model. Parents are notified via mail of program selection s. Students receive the required amount of ESL instruction based on State mandates.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							4	4	3					11
Total	0	0	0	0	0	0	4	4	3	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	67	Special Education	19
SIFE	56	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	14

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL	67	48	8	18	3	6	14	0	5	99
Total	67	48	8	18	3	6	14	0	5	99

Number of ELLs in a TBE program who are in alternate placement: 7

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	8	14					29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							0	0	2					2
Haitian							13	15	27					55
French								2	7					9
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	3					4
TOTAL	0	0	0	0	0	0	20	26	53	0	0	0	0	99

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. Instruction is delivered in both push-in and pull-out model and follows a departmentalized approach. Teachers push into the ELA classrooms and provide support using the co-teaching method when pushing in.

1b. Children receive the appropriate allocated number of periods for ESL services based on State mandates. Beginners and intermediate students receive two units of ESL which equals 8 periods per week. Advanced students receive one unit of ESL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogenous grouping according to LAB and NYSELAT results. Students travel together in block class and by grade level. All students on each grade level are heterogeneously mixed by proficiency levels.

2a. There are three ESL teachers, two instruct twenty-four periods while the third teach twenty-two periods. Teacher professional assignments include small group instruction to meet State requirements. Beginners and intermediate students receive 2 units of ESL/8 periods, and advance receive 4 periods of ESL per week. Student-teacher ration vary from 15:1 at the highest to 3:1 being the lowest.

2b. Based on the CR Part 154 and parent choice students participate in Free Standing English as a Second Language (Pull-out/ Push-in Model). The program is offered to six thru eight grades. Each grade contains one class which accommodates the ELL's receiving ESL via the pull out/ push-in model based on our school academy structure. Class periods are 43 minute single block and 86 minute double block. All ESL teachers are fully certified. All students receive academic instruction as mandated by the CR Part 154, CR Part 100 Language Allocation Policy.

3. All content areas are delivery in English. Our ESL program uses the QTELL methodology in Project Based Learning and is incorporated to foster English proficiency. The Project Based Learning curriculum implemented is aligned to the Common Core Standards. All ESL classes are aligned to the city curriculum in each content area. Additionally, students are mainstreamed in art, drama, chorus, and physical education. Students are introduced to technology in their content area classrooms and ELL students are exposed to the web based program Achieve 3000. Student receive word-to-word dictionaries to be used in all content class. Students are provided with dual language glossaries in math, science and social studies. Word-to-word dictionaries, Webster dictionary and picture dictionary are used in English Language Arts classrooms.

4. N/A MS 246 do not offer TBE/DL instructional programs

5a. All SIFE students are appropriately placed in ESL classes and are offered AIS services. All SIFE students receive ESL for extended

A. Programming and Scheduling Information

time, registered for after-school program, receives a mentor and counseling. Work is differentiated for SIFE students using multiple supplemental resource in the classrooms such as leveled libraries, Wilson reading program and Great Leaps reading program.

5b. All newcomers less than three years are introduced to Rosetta Stone in order to grasp conversational language. Students are given word-to-word dictionaries and receive 8 units of ESL classes. Students participate in after-school activities and SES programs for additional help as well as extended time services. In addition, newcomers are immediately scheduled to receive Math Plato (Web based program) to strengthen and grasp mathematical skills.

5c. Ell's 4-6 years will continue to receive the mandated amount of periods in ESL. The work is crafted from the ELA curriculum and is supported with the teacher during the classes. Ell's 4-6 years will continue to receive PLATO Math (web based program) which is taylored to meet the needs of each student. Students who are 4-6 years are place in extended day classes with Native English speaking students and are assigned content speacialist to work with them; these students are also placed in after-school programs geared to improve student levels. They are administered a pre-test, intermin tests and post test to reflect understanding and growth in all AIS and classes.

5d. All long-term Ell's will continue to receive all services listed in 5a-5c. Long term Ell's will receive intense services using Title III funding for the 2011-2012 year concentrating using the book Getting Ready for The NYSESLAT. Instruction will focus on reading and writing.

6. Ell students with disabilities recieve counseling, the mandated units of ESL, AIS and extended time services. Ell-SWD will use varied supplemental resources to aid with language development. Resources such as Reading Rods, Step-by-Step writing program and small group instruction will be used as instructional resources.

7. MS 246 uses a Project Based Curriculum in all content areas which is inclusive of differntaited instruction to meet the needs of Ell-SWDs. Flexibility of scheduling is reflected with the pull-out small group instruction with a ratio of 1:1 or 1:3. ESL teachers are programmed to use professional assignment times to work with Ell-SWDs for intensive instruction and language development.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

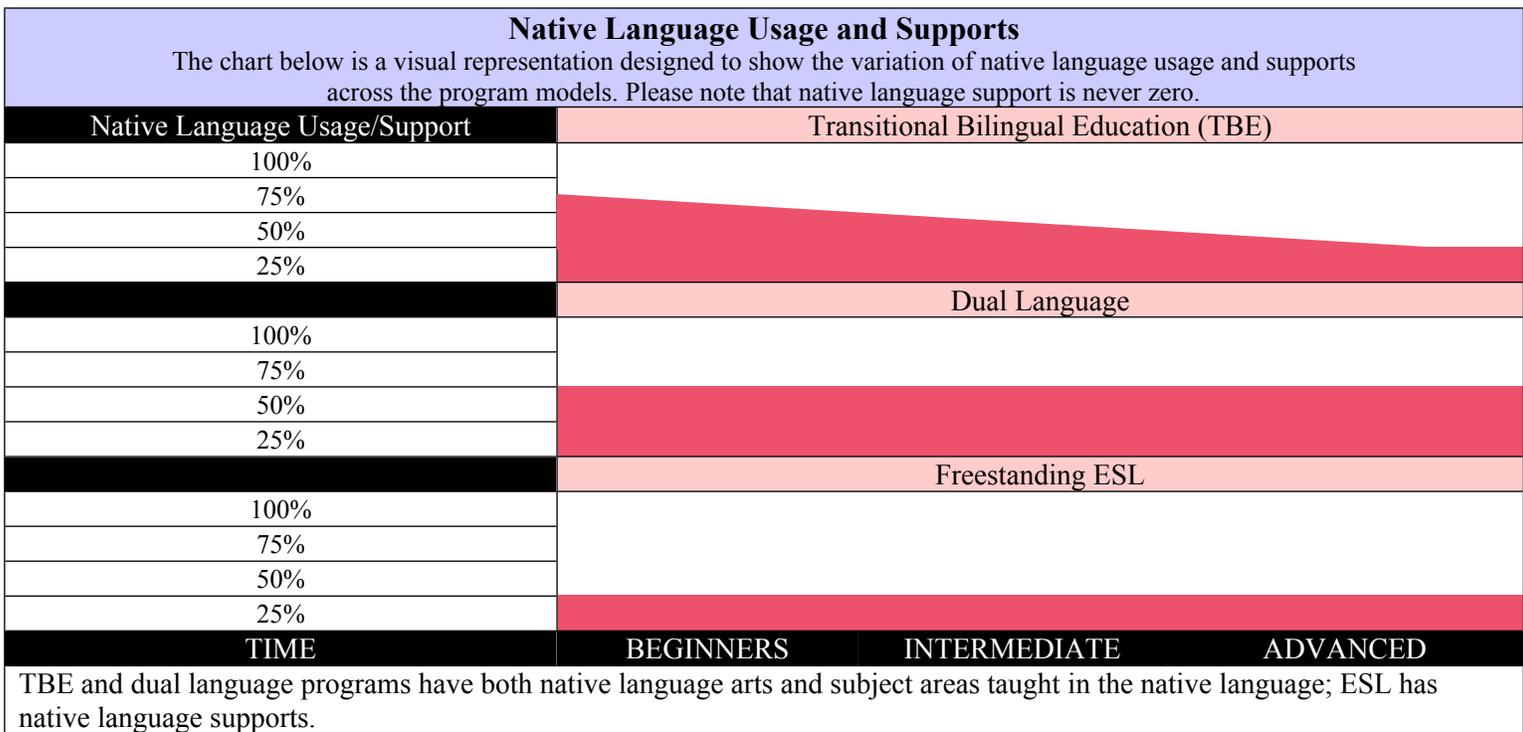
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Children receive the appropriate allocated number of periods for ESL services based on State mandates. Beginners and intermediate students receive a minimum of 8 periods per week. Advanced students receive a minimum of 4 periods per week.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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8. Children receive the appropriate allocated number of periods for ESL services based on State mandates. Beginners and intermediate students receive two units of ESL which equals 8 periods per week. Advanced students receive one unit of ESL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogenous grouping according to LAB and NYSELAT results. Children are exposed to a literary environment, which encompasses reading, writing, listening, speaking, the arts, and classroom libraries. Instructional strategies include The Balanced Literacy Approach to reading (which emphasizes the writing process), the math workshop model, the Natural Language Approach, The Language Experience Approach, and Total Physical Response. To meet higher standards, students will read 25 appropriate leveled books by the end of the school year, thus exposing them to various genres. They will respond in writing, art, multi-media and oral presentations. Teaching strategies will address and incorporate Bloom's Taxonomy, Principles of Learning, rubrics, problem solving, higher order thinking skills and portfolio assessment. Students self-evaluate (using reflection papers and peer conferencing) and are monitored and evaluated on an ongoing basis by their classroom teachers. Using the new Common Core Standards, literacy across the content areas in Science and Social Studies through project based learning and exit projects will address multi-sensory and abilities in meeting students needs and standards.

9. Students who have tested proficient on the NYSESLAT may continue to receive support for two years in with testing modifications and continued services. All proficient students will sign up for AIS services during and after school.

10. New for the 2011-2012 school year is Rosetta Stone Classroom for students. Students are scheduled work the program twice a week in reading, speaking, listening and reading development. Student are also taught homogeneously on their grade level at varied levels. Programs such as The ELL Enrichment Program, and Perfect Score (Supplemental Education Services) provide tutorial assistance to children who score below grade level in literacy and math. These programs assist in the transition of ELL students reaching proficiency on the NYSESLAT.

11. The computer based program Plato for ELA will be discontinued for the 2011-2012 school year for lack of funding.

12a. Students who are new to the country and/or are intermediate/advance ESL will continue to have access to all school programs and participate in an after school ELL Enrichment program. Approximately 15 students on each grade level (grades 6/7/8) will be offered 4 hours of intensive academic services in ESL and ELA.

12b. After school and supplemental services offered to the Ell's will operate on Tuesday and Thursday 3 to 5 p.m. Content teachers will service students. Teachers at four hours per week is a total of 128 hours. This program was selected because a majority of our ELL parents register their students for academic services after school. Beginning level students will be instructed intensively using ESL methodology and Achieve 3000.

13a. Materials to be used for the supplemental program have been maintained from previous years and will be used this year (Visions). The tasks outlined in the program are designed to help students acquire semantic and syntactic knowledge of English, and pragmatic knowledge about how English is used. Students will also utilize laptops, which have been downloaded with the Visions literacy program. The laptops will be secured in room 223.

13b. Students receive a word to word dictionary in their native language that helps them to identify and spell words from their language and English. There are library books in the students language to independently read as a support system for their native language. All resources are age appropriate for students. However, a collection of varied levels to meet students reading level and math level are on hand to bring the students up to appropriate grade level if needed. Additional web based programs such as Plato and Achieve 3000 are accessible to all Ell's.

14. Native language support is given to all Ell's through word-to-word dictionaries in their native language. Additionally, the library sustains a small collection of native language novels in Spanish and Creole.

15. ESL class required support and resources are all judged form formative assessments such as DRA's and LAB-R to determine reading levels. Web based program such as Achieve 3000 administers level set assesments to determine appropriate leveled work for students.

B. Programming and Scheduling Information--Continued

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15. ESL class required support and resources are all judged form formative assessments such as DRA's and LAB-R to determine reading levels. Web based program such as Achieve 3000 administers level set assesments to determine appropriate leveled work for students.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. At M.S. 246 we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. Our parents are involved within the community and volunteer in conjunction with our parent coordinator to hold varied events in keeping the school community informed. We have an active Family Room with a parent coordinator to facilitate all activities and resources that help towards a school-wide focus on strengthening home-school relationships and increasing parent and community involvement. To support parent involvement efforts, a parent coordinator will continue to work with parents, students during the 2011-2012 school year. Parents volunteer to go on trips as well as host library events such as RIF, community health fairs and a wealth of school based activities.

2. M.S. 246 enjoys collaborations with several community-based organizations including, Brooklyn College from the 21st century grant, Medgar Evers College, and HABETAC. These agencies provide ongoing parent outreach, counseling, student tutoring, and referrals to other support agencies and are vital components of the Academic Intervention Services. The school is currently working on expanding opportunities for adults to continue their education as the means to attain self-fulfillment, both academically and economically.

3. Parents attend monthly PTA meeting to discuss issues and concerns as well as participate on the leadership committee in order to address needs. In addition, the parent room holds a suggestion box where parents can leave messages for the school community to address.

4. Based on funding and parent needs, workshops are provided monthly through the parent coordinator and community during and after school to address the needs.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

MS 246 does not offer Dual Language Programs

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The math coach and literacy/ Sped lead teachers as well as support from the network will provide staff development on a weekly basis during professional development sessions. Topics will include The Principles of Learning, The New Teaching Standards, and other areas as ascertained from teachers' individual needs assessment surveys. In addition, the ESL department will be studying components 3c: engaging student learning and providing lunch and learns to build planning and instruction. The goal of our professional development is to provide instructional support to our teachers in order to refine their pedagogical skills and improve student performance. Our professional development activities are designed to enhance our teachers' ability to understand and use curricula, assessment measures and instructional strategies for LEP students.

During professional development, teachers practice using rubrics to evaluate student work and provide constructive feedback, analyze assessment data to inform and modify instruction, discuss and implement exemplary research based practices, arrange intra-visitation for teachers to observe effective instruction and classroom management, and review and development strategic analysis of student performance.

2. Professional development will be offered during the school year for all ESL teachers through our school network affiliates. Classroom support will be provided by school mentors and intra-visitations as well as through the network for the 2011-2012 school year. This will support the implementation of the methodologies proposed at training sessions.

3. Trainings for the 7.5 hours will emphasize scaffolding as an instructional strategy and the integration of language and literacy in

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3. Trainings for the 7.5 hours will emphasize scaffolding as an instructional strategy and the integration of language and literacy in academic content, as well as looking at data. The focus is on how to accelerate academic achievement and English language development for secondary English Language Learners.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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2. M.S. 246 enjoys collaborations with several community-based organizations including, Brooklyn College from the 21st century grant, Medgar Evers College, and HABETAC. These agencies provide ongoing parent outreach, counseling, student tutoring, and referrals to other support agencies and are vital components of the Academic Intervention Services. The school is currently working on expanding opportunities for adults to continue their education as the means to attain self-fulfillment, both academically and economically.

3. Parents attend monthly PTA meeting to discuss issues and concerns as well as participate on the leadership committee in order to address needs. In addition, the parent room holds a suggestion box where parents can leave messages for the school community to address.

4. Based on funding and parent needs, workshops are provided monthly through the parent coordinator and community during and after school to address the needs.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							7	8	14					29
Intermediate(I)							3	11	27					41
Advanced (A)							12	11	6					29
Total	0	0	0	0	0	0	22	30	47	0	0	0	0	99

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	1	4				
	I							3	8	4				
	A							8	14	21				
	P							6	3	15				
READING/ WRITING	B							5	5	13				
	I							2	12	25				
	A							11	8	6				
	P							1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. MS 246 uses the DRA kit which assess students reading fluency and comprehension level. All information will then be put into Reading Tracker and aligned to other assessments. The DRA will detect the students accuracy level in reading and comprehension skill. From this early assesment, a pattern has always shown that most ELL students if not newcomers read at a 3.5 grade level with minimal comprehension.

In order to improve students reading skills, instruction is differntiated to meet their levels. Web based program such as Starfall, PLATO and Achieve 3000 are used to assess students and work is assigned at their level.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

The data is unable to be accessed for science and social studies exam. The 8th grade students who sat the test have graduated and moved on to high school. Furthermore, the social studies test have been removed from the 8th grade testing schedule for the first time this year. However, we will continue to implement the science program that has been in place the past year.

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	28	5	100	13	39	2	10	0	197
7	65	13	103	13	36	3	8	0	241
8	50	32	87	13	84	3	16	0	285
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
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1. MS 246 uses the DRA kit which assess students reading fluency and comprehension level. All information will then be put into Reading Tracker and aligned to other assessments. The DRA will detect the students accuracy level in reading and comprehension skill. From this early assesment, a pattern has always shown that most ELL students if not newcomers read at a 3.5 grade level with minimal comprehension.

In order to improve students reading skills, instruction is differntiated to meet their levels. Web based program such as Starfall, PLATO and Achieve 3000 are used to assess students and work is assigned at their level.

2. Most students struggle on the NYSESLAT exam in the areas of reading and writing. Writing tends to be the lowest achieving area with some students being proficient in listening and speaking. A common trend also reveal is that a small percentage of our students are not literate in their native language.

3. Patterns across NYSESLAT modalities in reading, writing, listening and speaking affects instructional decisions by creating a curriculum that address these needs to meet standards. MS 246 continues to focus on writing in all literacy blocks and across the curriculum. With project based learning as our instrument of instruction, students are encouraged to explore, read and write in order to finish their projects. Guidance is given for all components of lesson in order to guide the ELL's. Students have access to the library and computers to conduct research. All Setts teachers and ESL teacher follow and support the curriculum students are given to ensure progress.

4 a. Students testing in their native language fair the same as native English speakers in Math. However the performance index shows a

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

The data is unable to be accessed for science and social studies exam. The 8th grade students who sat the test have graduated and moved on to high school. Furthermore, the social studies test have been removed from the 8th grade testing schedule for the first time this year. However, we will continue to implement the science program that has been in place the past year.

Part VI: LAP Assurances

School Name: <u>Walt Whitman Middle School</u>		School DBN: <u>17K246</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bently Warrington	Principal		12/1/01
Kesha Bascombe	Assistant Principal		12/1/11
Suze Vixamar	Parent Coordinator		12/1/11
Valerie Brandford	ESL Teacher		12/1/11
Sharon Calder	Parent		12/1/11
	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		12/1/11
K. Campbel	Coach		12/1/11
Clorita Mayers	Coach		12/1/11
E. Saunders	Guidance Counselor		12/1/11
Julia Bove	Network Leader		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **17K246** School Name: **Walt Whitman**

Cluster: **6** Network: **602**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

- ELL liaison intake interview
- Home Language Survey
- Parent Workshops
- Correspondence is provided and can be acquired in English, Haitian Creole, and Spanish for communicating with parents and for testing. - ---
- Testing is done for newly admitted students where the home language is ascertained.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Findings were reported through student/ parent questionnaires, interviews, face to face meetings, requests by family, friends of the parent. 10 % of non- English speaking parents required translations. Parents' needs will be met in house by family assistants, secretaries, teachers, assistant principals, and other support staff and by Legal Interpreting Service corp.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

In house or school staff will provide translation to verbal or written documents during the hours of 7:30 A.M. and 3:30 P.M. A designated area will be designated for translation services within the building. There will be planned meetings by the parent coordinator, personnel within the proposed Academy structure, on a monthly basis. Also, cultural experiences will be planned that will engage speaking, listening, questioning, and writing. Provide leveled, easily understood text for parent/ student reading.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In house or school staff will provide oral translation during the hours of 7:30 A.M. and 3:30 P.M. A designated area will be designated for translation services within the building. Additional services will be provided by Legal Interpreting Service corp.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- School identifies the child's home language during admissions.
- School maintains students' primary records for the school.
- School reviews, conferences on an as- needs basis and arranges for service to students and parents.
- Designated area for translation services will be maintained in the school.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Walt Whitman	DBN: 17K246
Cluster Leader: Jose' Ruiz	Network Leader: Julia Bove
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program:
of certified ESL/Bilingual teachers:
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$15,028

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$15,028

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$10,136	Teachers engaged in after-school instruction
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$135	Professional Development
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$4,757	<ul style="list-style-type: none"> - Classroom libraries and audio sets. - Classroom material related to teaching and learning - Instructional material - Guided reading libraries
Educational Software (Object Code 199)	\$0.	
Travel	\$0.	
Other	\$0.	
TOTAL	\$15,028	